SOUTH CAVE C.E. SCHOOL
DIFFERENTIATION POLICY
(EQUAL OPPORTUNITIES)

This is what the school intends to deliver. Differentiation is planned intervention by the teacher to maximise the achievements of pupils based on their differing individual needs. Differentiation can be described as having five main components i.e.:

1. **Resources**
2. **Support**
3. **Pace**
4. **Outcome**
5. **Task**
6. **Group Structure**

Each of the five components of differentiation is explored in detail below and exemplars of current good practice within the School are given.

The most important prerequisite of good differentiation is good and accurate knowledge of the pupils. This relies upon cross year liaison, links within the department, links across the whole school and home/school liaison.

RESOURCES

Should:

❑ *Have appropriate readability level.*

We provide a word list for each topic or unit of work. Staff aim to use familiar language and everyday examples of topics in discussions with the pupils.

❑ *Be easy to use.*

Worksheets and instructions are typed/word processed or written on the board. Instructions are clear to understand and to carry out and are given in a variety of ways, e.g. verbal, pictorial, written.

❑ *Be well designed.*

We aim to provide pupils with attractive full colour textbooks and D.T.P. quality worksheets/booklets. We use our own and published materials.

❑ *Consist of a wide variety of forms that include ICT.*

A variety of texts, worksheets, booklets, P.C., C.D. Rom, video recording, posters/pictures, and pupils' own resources bought in from home can be used.

❑	*Be kept in well managed storage and retrieval systems*
Our resources are well managed and ordered. Specific staff are responsible for managing the resources for certain themes, topics, or age groups. Resources and worksheets are kept in various cupboards with boxes clearly labelled with their contents. Videos, texts and computer programmes are centrally stored and filed.

❑	*Prepare pupils for the methods of study that they will be expected to use.*
We inform the pupils and parents at an early stage as to the areas of study that the pupils will be involved in. We provide the pupils and parents with various 'help sheets' and curriculum meetings, e.g. admissions, SEN, handwriting, reading and spelling policies.

❑	*Build study skills into the theme or topic*
We return pupils' work with appropriate comment (oral and/or written) which clearly shows how we expect the pupils to further refine their study skills. We use the library when appropriate. Pupils have to retrieve information from a variety of sources, analyse its content and extract the relevant data. Pupils are given various types of test and are given opportunity to experience exam technique and atmosphere. Preparation for National Tests and Tasks assessments is provided by thorough coverage of the programmes of study, opportunities to revise past papers and the provision of home study and revision guides.

SUPPORT
Can be:

❑	*From other adults and pupils.*
We currently have teaching assistants and parents who support staff in the School. We occasionally encourage pupils who finish a task quickly to help others.

❑	*From the teacher.*
This woll occur during a lesson or sometimes in staff's own time, e.g. at break times and lunch times. Staff sometimes support pupils before school on a mutually agreed basis with parents.

❑	*From appropriate resources.*
Texts, classroom and library, worksheets, booklets, P.C., CD Rom,video recording are all well integrated into the schemes of work.

❑	*A celebration of achievement.*
We celebrate achievement in many different ways; for example, we regularly display pupils' work in the classroom and throughout school, and hold fortnightly key stage praise assemblies.

❑	**By teaching co-operatively.**
Some of the curriculum support time currently available to the School is offered by experienced teachers, parents and governors etc. This is clearly an opportunity for co-operative teaching. Open plan areas can be used to team-teach on occasions.

PACE
The pace should:

❑	*Allow sufficiently variable amounts of time as necessary.*
In order that groups of children may successfully complete a task, the length of time allowed can be varied giving consideration to a pace which is appropriate for their skills, knowledge or

understanding. The balance of time allocated to the delivery of the whole curriculum allows for pupils to either complete tasks or extend investigations.

OUTCOME

A successful outcome will be more readily achieved when we:

❑ **Make learning objectives clear to pupils.**

❑ **Make assessment criteria clear to the pupils.**

❑ **Create an atmosphere where pupils discuss their own and each other's work.**
We encourage pupils to comment on and discuss each other's work.

❑ **Have pupils in small groups.**
During classwork pupils can work in small groups.

❑ **Reflect what the pupil has achieved and consider the pupil's previous achievements.**
We endeavour to use constructive criticism and advice whenever possible.

TASKS

Tasks should aim to:

❑ **Show variety throughout a theme or topic and within a lesson if possible.**
Refer to various schemes of work for suggested activities.

❑ **Be matched to the pupils' abilities.**
We have a variety of texts and worksheets that can be used to match resources/tasks with pupil ability. Differentiated worksheets and books etc., allows us to offer the pupils an appropriate learning pace and relevant content. With lower ability pupils we make a particular point of starting from a position of existing knowledge in a familiar context and then moving on to new tasks. Both written and spoken questions/vocabulary are structured to enable pupils of all abilities to understand and respond.

❑ **Have a structure that enables the pupils to stay on task.**
Details of tasks can be written on the board or interactive white board. We display materials and other stimuli around the classroom for pupils to refer to. We provide structured worksheets where appropriate.

❑ **Identify possible outcomes**
Work done by previous pupils can be used to illustrate possible outcomes and to inform and motivate pupils, e.g. making a body model, making a model Solar system, making musical instruments, making animals etc.

❑ **Match the pupils' interests**
We review and assimilate pupils' responses/successes made regarding the work they 'enjoyed' or 'did well at'. Appropriate changes in subsequent topics could then be made to make work more relevant and enjoyable.

❑ **Allow for some degree of choice to be made by the pupil**
Pupils may, with the teachers' guidance, choose in a variety of ways, e.g.

(i) A study route through a topic or theme.

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(ii)   The order in which to identify and do various tasks.
(iii)   The type of outcome if they are doing project work.

In ICT pupils are frequently presented with open-ended tasks once they have gained an understanding of a particular piece of software and are confident in its use. By having to apply ICT to a particular problem they are developing skills of selection and then having to justify their choice to others. Software tends to fall into different categories and the selection and use of a particular programme will exercise basic skills.

❑   ***Allow the teacher to build a learning route through a topic***
Schemes of work are designed to allow for continuity and progression. The teacher can pick his/her own route through the topics.

GROUP STRUCTURE
Group Structure can support differentiation if:

❑   ***We examine the structure of the teaching groups.***
We always reserve the right to alter the make up of a teaching group either temporarily or permanently.

❑   ***We teach pupils in small groups.***
During some classwork pupils work in small groups. This helps to support the co-operation between the pupils and one hopes build up the confidence of the less confident pupil. The need to express their thoughts to others often helps pupils to prepare for investigative work in Science and Maths and the more open-ended tasks.

❑   ***We are flexible within the group when setting the task and responding to individual's needs.***
Project work can be produced by larger groups if the teacher thinks that this is desirable and as long as the pupils know their own role in producing the project. One collaboratively produced piece of work helps to encourage commitment and responsibility in the pupils.

❑   ***We allow individual work.***
Pupils will be able to develop their independent methods of working and increase their progress if some aspects of the curriculum are taught in this way. The more able will benefit from the intensity of such work. The less able and less confident pupil will benefit from the privacy if he/she is making errors. It is important to match the task to the pupil's ability in each case if progression is to occur.

❑   ***We tutor small groups of pupils.***
Intervention tasks are often carried out with pupils in small groups. The less confident pupils generally perform better in such circumstances and weaker pupils exert a greater influence than in a whole-class situation.